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ABSTRACT

This model state legislation is the third report issuing from the Illinois Policy Project on Accreditation, Certification, and Continuing Education, and is a statement of the state's role in the professional development of inservice teachers. The legislation itself is preceded by an essay on the state's role in supporting continuing education of school personnel and the importance of continuing education at this time. The essay centers around teacher motives for continuing development and state concern in improving staff quality at a time of low teacher turnover. The model legislation is presented in two parts. Part A provides state support for continuing education programs in local schools or school districts, limited only by the target population, i.e., student contact personnel in local schools, and by the intended purpose, i.e., the program must be designed to improve the job-related knowledge and skills of the target population. Part B is an experimental program designed to determine the benefits of extended school-site training for beginning teachers, a prescriptive-categorical program that will contribute to the determination of future policy related to the preparation of teachers. Both parts encourage cooperation in program planning and operation among school districts and institutions of higher education. Several alternate funding procedures are provided for each part due to the diversity of financial situations and desired scopes of activities among the various states. Commentary is included in order to clarify policy issues and various sections of the legislation. Appendices include: (1) a glossary of terms and (2) an extensive bibliography of selected sources in the areas of continuing education, teacher education programs, research related to teacher effectiveness, and legal issues relating to the preparation, certification, and employment of teachers. (MJB)

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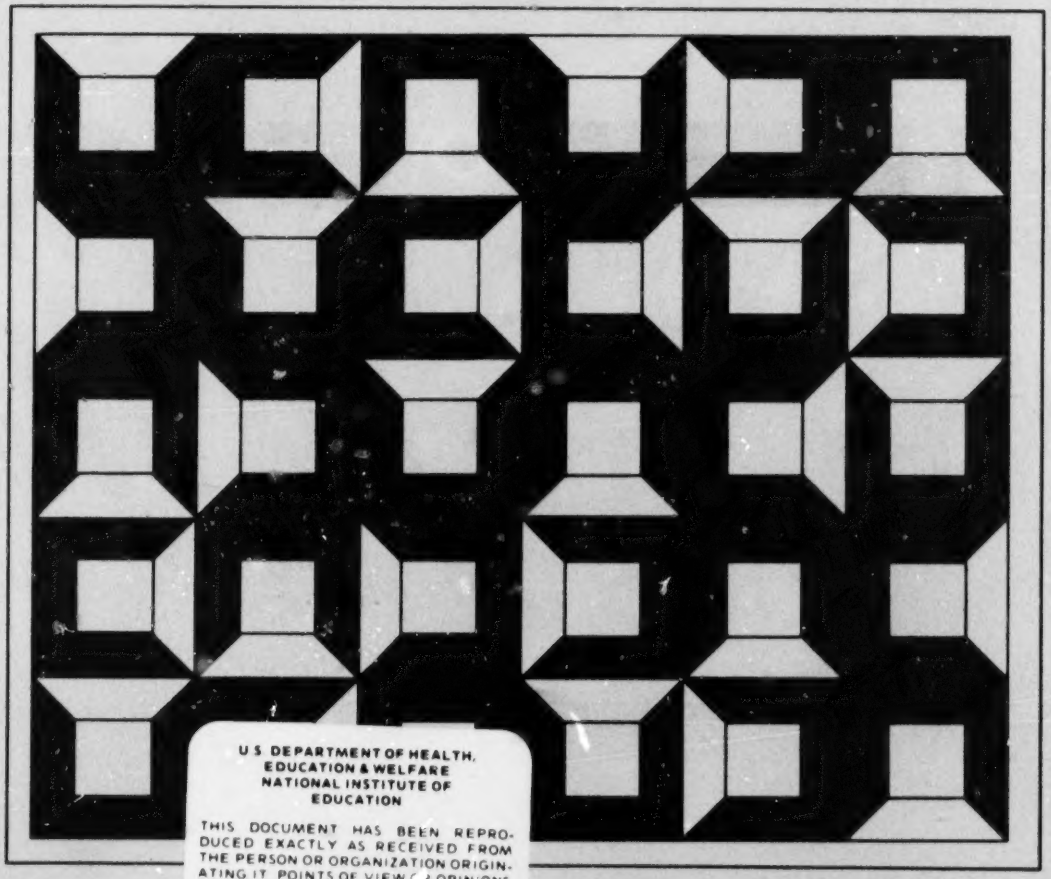
# MODEL STATE LEGISLATION:

## Continuing Professional Education For School Personnel



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# MODEL STATE LEGISLATION:
# Continuing Professional Education for School Personnel

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December, 1977

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## FOREWORD

The continuous development of public school personnel is a vital concern of state departments of education. The development of public policy in the area of continuing education needs the informed advice of educators from a wide variety of vantage points. We in the Illinois Office of Education have been pleased to sponsor and participate in the Illinois Policy Project: Accreditation, Certification, and Continuing Education. The Project brought together educators from the state department, the public schools, teacher and other professional associations, universities, and the research community. This document by David Florio and Robert Koff has taken the work of the Project Task Force on Continuing Education and put their recommendations into legislative form. Although not all of the recommendations are shared by the Illinois Office of Education and the State Board of Education, we believe that the ideas and recommendations of the Project are well worth the consideration of other states and the educational community.

Joseph M. Cronin
Illinois State Superintendent
of Education

## PREFACE

This document provides interested educators and policymakers with information and model legislation concerning state support for continuing education of school personnel. It is the third report of the Illinois Policy Project on Accreditation, Certification, and Continuing Education. It is hoped that this model legislation will provide options to states wishing to support continuing education for teachers and other school personnel. The proposed options are developed from careful examination of relevant information and from a synthesis of ideas concerning the ways in which professional educators acquire skills related to successful performance of their work at specific school sites.

The Illinois Policy Project: Accreditation, Certification, and Continuing Education was initiated and sponsored jointly by the Illinois Office of Education and the College of Education, Roosevelt University. Project operation was conducted at the School of Education, Northwestern University under the direction of Dr. David H. Florio, Project Consultant.

The Illinois Policy Project has been operated in three phases. Phase One was a national invitational conference, October 1975, in which policy issues relating to accreditation, certification, and continuing education were identified and defined. In Phase Two, task force groups explored these issues and made policy recommendations. Phase Three was designed to coincide with final considerations of the task force reports. A national dissemination conference, May 1976, provided a preliminary critique of the task force recommendations. A variety of individuals reviewed the preliminary task force reports from different perspectives and commented on them.

The Illinois Policy Project Task Force Reports (Koff, Florio, Cronin, August 1976), Volume I of the Project, is a result of the final task force deliberations. This document contains a summary of issues, specific policy/ legislative recommendations, a review of selected educational research on teacher preparation and teacher effectiveness, and a review of statutory case, and constitutional law affecting teacher certification and employment, program approval, and accreditation.

Volume II, The Commissioned Papers of the Illinois Policy Project, (Koff Florio, and Cronin, Eds., September 1976), contains the papers commissioned by the Project staff to inform and support the work of the task forces. These papers concentrated on the following areas: teacher certification issues, state program approval related to certification, national accreditation of professional education institutions, legal, and economic issues associated with accreditation and certification. A final Project report, Volume IV, will contain a Project history, a review and synthesis of policy issues, recommendations for further action and inquiry, and a bibliography of selected resources dealing with the topical issues.

Dr. B.J. Chandler, Dean of the School of Education, Northwestern University, has been a constant benefactor as has Dr. Joseph M. Cronin Illinois State Superintendent of Education. It is a pleasure to acknowledge their support and enthusiasm for this research.

We also wish to thank the Task Force chairpersons, Dr. William Attea, Dr. Robert Burnham, Dr. Robert Church, and Mr. Jospeh Pasteris for their contributions while serving as members of the Continuing Education Task Force. Several distinguished colleagues have read drafts of this manu-

script and have given graciously of their time. They include: Anthony M. Cresswell, Northwestern University, William T. Garner, Columbia University Teachers College, Harold E. Geiogue, Legislative Analyst Office- California Legislature, Homer O. Elseroad, Education Commission of the States, Donna E. Shalala, Columbia University Teachers College, Arthur Smith, Northwestern University, and Ralph Tyler, Science Research Associates. These colleagues made detailed comments and gave helpful advice. None of these persons bears any responsibility, however, for the material presented in the report.

David H. Florio

Robert H. Koff

MODEL STATE LEGISLATION:

Continuing Professional Education for School Personnel

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MODEL STATE LEGISLATION:

Continuing Professional Education for School Personnel

## Introduction

Continuous development of skills and intellect is a fundamental tenet of professional occupations. Although the education profession has a history of continuing education, it is difficult to define such development. Continuing education has a variety of meanings and is labeled in a number of ways, e.g., staff development, in-service training, advance degree work, professional development. Further, school personnel participate in continuing education activities for a variety of reasons, such as to increase knowledge in a specific subject or to improve the performance of their school unit. Others study to advance their positions on a salary schedule or to retain their jobs. Advanced training and/or degrees enable some personnel to change jobs in a school district or to move to other education related employment. There is no attempt here to pass judgment on individual motivation. The issues examined herein deal with efforts to answer the following questions:

> What is the state role in the support of continuing education for school personnel? and
>
> Why is continuing education important at this time?

In an effort to answer these questions, several topics will be discussed: a) economic issues that pertain to continuing education, b) the state government responsibility/role, c) the need for continuing education, d) a typology for classifying various types of continuing education, and e) proposed model state legislation.

Resources supporting professional development come from individual educators themselves, the local school district, state and federal governments, and private funding sources. The appropriate state funding role is an important issue because the present scarcity of and competition for public education resources require that allocation decisions be made even more carefully than in the past. Hence, the state must be selective in choosing the types of continuing education it wishes to support. Policymakers must choose procedures designed to reach a specific target population and improve particular education delivery systems.

The public character of tax supported schools increases the importance of decisions concerning support for continuing education. Ralph Tyler (1976) has pointed out that continuing education for school personnel can be classified into several, not necessarily mutually exclusive, categories: 1) problem solving, 2) remedial, 3) motivational, and 4) upward professional mobility. A fifth type, defensive, should also be added as it relates to education for job security. This typology relates to the expected benefits of continuing education and can assist policymakers in determining how public funds should be spent.

1. Problem solving continuing education is a type of staff development designed to help school personnel gain skills and knowledge necessary to solve problems identified within the local school or school district. Such staff development efforts could, for example provide for the adaptation and implementation of an innovative instructional program, offer learning about the transition from youth to adulthood, improve sharing of ideas among school personnel, or increase access to or skills in analyzing information related to research findings.

2. Remedial continuing education is designed to help personnel develop necessary work-related skills not gained through previous training or education.

   a. New teaching context continuing education aids the beginning teacher, the teacher re-entering teaching after a period of absence, or the teacher new to a specific teaching context. Since every context is marked by a diverse set of environmental circumstances, additional training to meet a new situation is often necessary, particularly for the beginning teacher with less experience or limited professional socialization to draw upon.

   b. Non-teaching continuing education, in part, falls under the remedial category in that teachers often find themselves called upon to perform duties, work with communities, take leadership positions in unions, and so on, for which teacher education or classroom experience provides no preparation.

3. Motivational continuing education addresses the needs of school personnel who find traditional practice or personal stimulus inadequate as

they approach the problems and learning needs of their students or other client groups. Teachers, finding themselves in an instructional "rut," may need additional education to provide tools and motivation to change or improve. Left unattended, a pattern of unmotivated routine work may lead to obsolescence in all forms of professional work.

4. Upward professional mobility continuing education is sought when personnel need new knowledge, skills, or credentials which will allow them to seek employment in jobs with higher pay, increased status, or in different locations. Such persons often leave teaching work for other types of school and non-school jobs, including counseling, administration, curriculum design, and so forth. Others may simply advance on the salary scale.

5. Defensive/security continuing education is any education or learning experience entered into as a condition of employment or certification maintenance. Employers may require a given amount of education in order to retain a professional position in the schools. Several states are requiring additional education in order to move from a provisional to a permanent certificate or to renew a current certificate. In order to defend one's position, therefore, continuing education becomes essential for job security

Until recently, little thought has been given to which types of continuing education should be supported by state and local education agencies. Although direct costs for continuing education have, in large measure, been paid out of the pockets of educators, the financial reward systems of school districts have indirectly supported individual initiatives for increased education. Studies on continuing education and teacher effectiveness have provided little evidence to support the contention that additional schooling for teachers significantly increases student achievement (Hanushek, 1972; Murnane, 1975). Efforts to relate investments in extended professional training to student achievement have been weak and fraught with measurement problems (Averch, 1974). Typical measures of educational attainment have been based on years of schooling, advanced degrees earned and courses taken. To condemn the investment of public funds for continuing education on the basis of such studies is to disregard critical problems associated with reward systems, possible misplaced allocation of resources for professional development, and/or the nature of the education received.

Schooling is a labor intensive industry with salaries taking 70 to 80 percent of school district budgets. In Illinois, typical of most states, the costs of education are dominated by instructional costs, mostly salaries (56.2 percent, including teacher and principal salaries; Illinois Office of Education, 1975). High salaries are, in part, a function of local reward structures that provide increased pay to teachers and other professionals on the basis of advanced schooling. A closer scrutiny of such incentive systems is needed to ascertain if continuing education is related to the district's pupil achievement goals. If school districts reward teachers for extending their professional training (or punish them for failing to do so) without regard to how that education relates to teaching work, the district must rely on the chance that such training will improve performance in classrooms. School districts--and the local, state, and federal publics that pay the bills--cannot afford investments which return few benefits in terms of client-centered achievement.

In order to reach a decision concerning state support for continuing education, the second central question becomes important, i.e., why is continuing education for school personnel important now? In the past, policymakers have been preoccupied with the initial training and certification of school personnel; however, changes in the nature of and projected conditions for school personnel have increased the salience of the continuing education issue. According to the National Center for Education Statistics (1976), it is anticipated that by 1980 there will be nearly two beginning teachers for every available teaching job. This condition will discourage the mobility of teachers. The reduced need for new teachers and the stability of teaching faculties have shifted the attention of educators and policymakers to the need to develop staff already in place.

A typical method used by school systems to upgrade performance and stimulate the introduction of ideas has been the infusion of new talent. This option is clearly losing its viability. In the state of Illinois, for example, not only is it nearly impossible to hire new teachers, but many recently hired teachers are being dismissed due to local and state financial constraints. This situation has been exacerbated by seniority provisions in teacher dismissal policies developed by local boards and/or state legislatures. The median age for Illinois teachers is 33, with 7.4 years of experience for elementary school teachers and 8 years for secondary school

teachers (Illinois Office of Education, 1975). It seems clear that school faculties will remain relatively stable while growing in maturity. Without strong and sustained opportunities for continuous development, teachers cannot be expected to retain an essential vitality. Severe limitations will be placed on the use of new knowledge and skill for the improvement of teaching performance.

The responsibility of governments to support the continuing development of personnel in public agencies is assumed. Public policy has been shaped around the assumption that education should be designed to improve a child's future ability to participate in the social, economic, and political life of the society. This is believed to be so important that children have been required to attend school, i.e., a conscripted clientele. The state's responsibility for school personnel development is thus increased.

Other social systems, both public and private, provide pertinent examples of support for continuing education. Many organizations recognize the threat of obsolescence that rigidity of practice and neglect of continuing development pose for their work forces. IBM, for example, requires nearly 80 days a year for professional development activities related to the work of service personnel. The military invests a great deal in the improvement of the performance capabilities of its personnel. Public health, the Internal Revenue Service, and Cooperative Extension Service (agriculture) personnel are continuously engaged in learning activities designed to increase knowledge or skills related to work performance. The direct costs of these continuing education programs are paid for by the employing company or government agency.

Education is the largest single industry in our country. Financial investment in elementary and secondary education has risen dramatically in the United States. In the 16 years between 1960 and 1976, school costs increased from $18 billion to $75.1 billion (National Center for Education Statistics, 1976); 80 to 90 percent of those costs are tied to salaries, i.e., human resource investment. Yet, relatively little is invested in the continuous maintenance or improvement of those human resources.

Few school districts have set aside significant funds for the development of student contact personnel*. Where such expenditures are made,

*Student contact personnel are those individuals whose employment functions must be performed by coming into contact and interacting with students (e.g., teachers, principals, etc.).

they have been used for sporadic in-service programs and to reimburse personnel for advanced degree programs, institutes, course work, and so on. Based on reports by teachers and teacher organizations, this type of investment provides little satisfaction among teachers. In-service programs are called "piecemeal," "patchwork," "haphazard," and "ineffective" (Edelfelt and Lawrence, 1975). Teachers are particularly displeased with in-service programs thrust upon them with little opportunity to participate in their design, planning, and implementation.

Where staff development programs have been tied to a particular innovation or teaching technology, barriers to adoption/adaptation exist both within and outside of school systems. One of those barriers has been the lack of a systematic attempt to identify the needs, problems, and concerns of teachers prior to initiation of a program. Another has been a failure to set aside time for teachers to analyze, experiment with, and evaluate the appropriateness of a particular innovation or technique (Gross, Giacquinta, and Bernstein, 1971). The literature on resistance to change in schools indicates that teacher preparation, the teaching context, and other context-specific conditions of work often act to hinder professional development. Teaching, for example, is characterized by limited preparation, task performance isolated from professional peers, weak authority to act, and insufficient time for personal growth (Dreeben, 1970; Sarason, 1971; Lortie, 1975). These problems are particularly acute for the beginning teacher. There is little support for helping beginning teachers make the transition from the campus to the classroom.

> One of the striking features of teaching is the abruptness with which full responsibility is assumed. In fact, a young man or woman typically is a student in June and a fully responsible teacher in September... It is no accident that some refer to this as the 'sink-or-swim' approach. (Lortie, 1975, pp. 59-60).

There is ample evidence that continuing education programs for the development of student contact personnel must command the commitment of the participants (Zaltman, Florio, and Sikorski, 1977). Teacher involvement in problem definition, program planning, and implementation of staff development programs is viewed as being essential to the development of staff commitment to continuing education. The model legislation presented herein is designed so that programs for continuing education deal with

concerns identified at the local school or district level. Specific provisions for beginning teachers are included; however, the program design is to be determined by teaching, support, and administrative personnel at the local school or school district level.

## THE STATE ROLE and PROPOSED MODEL LEGISLATION*

### Categorical Aid and Political Issues

The Illinois Policy Project Task Force on Continuing Education reviewed the five types of continuing education (e.g., problem solving, remedial, motivational, upward mobility, and defensive) and the issues presented above. It was their perception that much of the public investment for continuing education provides few assurances that continuing education would be linked to the work-related needs of student contact personnel in schools. Much of that investment has led mainly to the upward mobility of the school personnel involved. The Task Force members decided that this should be a lower priority item in the use of public funds. That is, they recommended that the major role of the state should be to provide funds for continuing education more directly related to problems, motivational needs, and remedial skill development at the local education agency level (Koff, Florio, and Cronin, 1976). Investments in learning for upward mobility, it was determined, should be primarily left to individual employees.

Political issues relating to continuing education led to the categorical nature of the model state legislation. Categorical vs. general aid** for schools is a current debate topic in policy making circles at the local, state, and federal levels of government. Problems with categorical aid include: a) difficulties in adjusting external mandates to meet context-specific problems in local schools; b) an emphasis on regulation rather than support for improvement; and c) local compliance costs of meeting bureaucratic guidelines. General aid also presents problems because:

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* Several states have recently passed or are considering continuing education legislation (e.g., Colorado, Minnesota, Connecticut, California, et al). The Selected Bibliography, Appendix II, provides citations related to this activity.

**Categorical aid is a financial support procedure in which funds are allocated by a legislative body for specific purposes. General aid is also a legislative mechanism to provide financial support; however, the funds are allocated to a particular body with few restrictions on the purpose(s) for which they may be spent. State funding for education for the handicapped is a categorical aid program and the funds issued to a school district on the basis of a per pupil formula is a general aid program.

a) it provides few assurances that the public interest identified at the state or federal level will be met; b) there are no enforcement mechanisms to avoid local misuse of state and/or federal funds; and c) funds cannot be held safe for specific purposes.

The rationale for the categorical programs in the model legislation is primarily based on the need to specify the use of funds for an important public purpose. The legislation is designed to avoid a number of problems with categorical aid. For example, categories are used only to identify target populations, to provide for evaluative/descriptive information for the development of future policy, and to experiment with additional training for beginning teachers. Other program aspects, e.g., program content and design, are to be determined locally.

The current political and economic climate of school finance and resource allocation increases the need to hold safe state resources for continuing education. Reductions in school faculty due to declining local economies and enrollments are coupled with teacher demands for lower class size and job security provisions. Staff development programs are given low priority at the collective bargaining table. Strong and diverse pressures for the use of property tax revenues provide little hope that substantial local funds will be devoted to continuing education. There is also a reluctance among the members of Congress to provide federal resources for the development of school personnel. Congressional perceptions concerning the teacher "oversupply" have reduced their interest in supporting such programs. Currently only about .08 percent of federal expenditures for elementary and secondary schools is devoted to the development of school personnel (National Center for Education Statistics, 1976). If state policymakers believe that staff development is critical for the maintenance and improvement of public education, state funds must be made available for that purpose.

Political issues also relate to initial certification of teachers and the relationship of continuing education to certification renewal (see The Illinois Policy Project Task Force Reports, Koff, Florio, and Cronin, 1976). There is a growing demand in several states for increasing the pre-service training requirements for obtaining a teaching certificate. Many currently employed teachers have supported such proposals in part because of their

own experiences with preparation and entry into the teaching profession, and in part because this would increase job security. For example, the hiring of lower salaried beginning teachers to replace teachers with more experience and higher pay is a growing concern among teachers. This concern was exacerbated by the recent United States Supreme Court decision in the Hortonville case (1976) in which the Court upheld a school district's right to fire striking teachers.

Knowledge concerning the benefits of increased education and training at the school site is limited. The model legislation is designed to experiment with one procedure for increased training for beginning teachers. However, the legislation is designed to produce information relating to the benefits of all continuing education programs. This will enable future policy concerning professional development to be determined from a more systematic base of information. In short, the recurrent theme in the model legislation is that exploration should be conducted prior to making regulatory mandates. Education has been criticized often for trained obsolescence, fadism, and skipping from one policy to another with little support for change. It is the specific intent of the model legislation to generate increased information through evaluation research on the merits of alternative delivery mechanisms for continuing education.

## MODEL LEGISLATION

The model state legislation is presented in two parts. Part A provides state support for continuing education programs in local schools or school districts. The program design is limited only by the target population, i.e., student contact personnel in local schools (with specific provisions for beginning teachers) and by the intended purpose, i.e., the program must be designed to improve the job-related knowledge and skills of the target population. The structure and content of the local program, including problem identification and planning efforts, are to be locally determined. There is a specific requirement for internal and external evaluations of funded projects.

Part B is an experimental program designed to determine the benefits of extended school-site training for beginning teachers. This is a prescriptive categorical program which will hopefully contribute to the

determination of future policy related to the preparation of teachers.

Both parts encourage cooperation in program planning and operation among school districts and institutions of higher education with knowledge and experience in the preparation and continuing education of school personnel. The experimental project for beginning teachers mandates such collaboration.

There are several alternative funding procedures for each part. Options are provided because of the diversity of financial situations and desired scope of activities among the various states. Four alternative appropriation options are provided for Part A and two are provided for Part B.

The model state legislation follows. Commentary is included in order to clarify several policy issues and the various sections of the legislation. Appendices include: I) a glossary of terms and II) a bibliography of selected sources in the areas of continuing education, teacher education programs, research related to teacher effectiveness, and legal issues relating to the preparation, certification, and employment of teachers.

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MODEL STATE LEGISLATION

Re: Continuing Professional Education for School Personnel

| Text | Commentary |
| --- | --- |
| PREAMBLE<br><br>Be it resolved that the people of the state of _____, in order to provide quality education for all children, find that continuing education of certified school personnel is essential; therefore: | |
| It is the intent of the legislature to establish continuing professional development programs for elementary and secondary certified school personnel throughout the state of _____ and for specific school site training programs for beginning teachers. This Act is designed to support efforts to improve the job-related skills of student contact personnel in public schools. It is also the intent of the legislature to provide for the systematic collection of information concerning how best to provide staff development programs which emphasize solving problems identified at specific school sites. | This legislation is directed toward public school personnel. Some states may wish to consider the policy issue of whether such aid should be available for private schools. Further, some states may wish to include non-certified personnel in local continuing education programs by deleting the "certified" limitation on school personnel participation. |
| It is the further intent of the legislature to: a) provide that such continuing | |

Text

Commentary

education shall, where possible, be conducted under joint programs involving school districts and institutions of higher education; b) provide for the integration and coordination of school district, state, federal, and other resources related to professional development of certified school personnel with funds granted to local education agencies under provisions of this Act; and c) provide information related to advanced training for beginning teachers beyond initial certification to the legislature, the State Office, and other interested publics.

AN ACT

To provide for the continuing professional development of public elementary and secondary certified school personnel and to provide for additional school-site training for beginning teachers.

BE IT SO ENACTED BY THE STATE LEGISLATURE:

Section 1. Short Title. This Act shall be cited as the "Continuing Professional Development Act of 19___.":

(a) Part A of this Act shall be known as the "Continuing Education Program";

(b) Part B of this Act shall be known as

| Text | Commentary |
| --- | --- |
| the "Beginning Teacher Project." | |
| Section 2. Declaration of Policy. It is the purpose of this Act to encourage certified school personnel, particularly those whose work is done in direct contact with students, to participate in programs designed to improve job-related skills in the elementary and secondary schools in the state of _____. The Act authorizes the State Superintendent of Education (insert other chief state school officer title if appropriate) for a period of five years to implement a categorical aid grant program in two parts: | Section 2 establishes a state policy in support of continuous professional improvement for certified public school employees. The five year authorization will allow the state time to determine whether this legislative vehicle is the most appropriate means of promoting local school district programs for staff development. By specifying student contact personnel as the target population, the state is recognizing that teachers, their supervisors, and support personnel are essential resources for providing quality education for all children in the public schools. |
| (a) a general continuing education program for local education agencies (LEAs) to provide continuing education for student contact personnel and supervisors of student contact personnel with specific provision for the continuing development of beginning teachers. The highest priority should be given to the improvement of job-related knowledge and skills of student contact personnel at the local school site, and | The Continuing Education Program is intentionally not prescriptive. The state is recognizing that problems identified at the local school site should be the principal determinant of the program content and structure. As a trial program, the legislation is designed so that a variety of staff development efforts can be observed and evaluated. Limitations are set by indicating the target population, the general outcomes (i.e., improvement of job-related knowledge and skills), and the focus of desired improvement (i.e., the school site staff). The provision for beginning teachers is |

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| (b) a school-site training project (recommended three to five sites) for beginning teachers collaboratively planned and operated by local education agencies and institutions of higher education. | included to overcome the isolated trial and error efforts of teachers to orient/adjust themselves to a) a new profession and/ or b) practicing their profession in a new or different teaching context.<br><br>The Beginning Teacher Project is an experimental legislative program to test the benefits of additional field-based training beyond more traditional four-year teacher training programs. Three to five sites (depending on the size of the state and the number of teacher training institutions) will be established in local schools. The local district and one or more teacher training institutions will cooperatively plan and operate the program at each site. This Act offers a middle ground between mandating additional training and ignoring the potential benefits of training beyond traditional programs. |
| Section 3. Definitions. The terms used in this Act shall have the following meanings, except when the context otherwise requires or specifies: | |
| (a) "Certified Personnel": All personnel employed by a school district in those positions requiring certification under the (insert state) "School Code"; | |
| (b) "Student Contact Personnel": Those | These personnel may include teachers, principals, counselors, etc. |

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| individuals whose employment functions must be performed by coming into contact and interacting with students; | |
| (c) "Beginning Teacher": All elementary and secondary school teachers who within the past twelve months have: | The definition of beginning teacher is intended to include teachers with similar concerns regarding entry into a new or different teaching context. It is recognized that, in addition to the new teacher, all school teachers may face an experience that needs context-specific orientation and support. |
| (1) started teaching for the first time; | |
| (2) started teaching in a local education agency or school site different from past experience; or | |
| (3) returned to teaching after a period of absence from that role; | |
| (d) "School Code": The state statutes relating to the public elementary and secondary schools; | |
| (e) "Local Education Agency": A local school district as represented by its school charged with operation of elementary and/or secondary schools (herafter referred to as the LEA); | |
| (f) "Project": Any program operated under the provisions of Part A or Part B of this Act; | |
| (g) "Needs Assessment": a systematic attempt to identify the professional development | Needs should be broadly defined to include all concerns relating to |

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| needs of student contact personnel; | dissonance between skills and knowledge necessary for job performance and skills and knowledge held by student contact personnel. |
| (h) "Staff Development": The continuing education of certified school personnel directed at the staff in a local school site (for purposes of this Act, staff development and in-service education will be used interchangeably); | |
| (i) "Professional Development Activities" include but are not limited to the following (for purposes of this Act): | Program content is not included in order that local projects may have wide latitude in program development. There are some limitations placed on the general goal of staff development. These limitations relate to the operation of educational programs in local schools. |
| (1) school site staff development projects for student contact personnel; | |
| (2) intra-district projects for certified personnel in LEA schools; | |
| (3) interdistrict consortia in cooperation with one or more institutions of higher education; | |
| (4) LEA collaborative projects with professional education programs in institutions of higher education; | |
| (5) school site projects within LEAs ( a competitive grant program administered by the Professional Development Planning Council); | Groups of teachers or a staff of a local school design a plan for a professional development program and submit it for funding to the Professional Development Planning Council. |

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| (j) "Superintendent": The State Superintendent of Education or the chief state school officer charged with administering public elementary and secondary education policy in (insert state). | |
| (k) "State Office": The State governmental agency charged with implementing State educational policy for the elementary and secondary schools. | |
| (l) "Local Board": The policymaking body authorized under provisions of the School Code to make policy for a local education agency. | |
| (m) "State Board of Education": The policymaking authority for the public elementary and secondary schools in the State (granted authority under provisions of the State Constitution or School Code); | |
| (n) "Professional Development Planning Council": the body charged with the planning and operation of each project funded under provisions of this Act; | |
| (o) "Institution of Higher Education": A postsecondary education institution with an identifiable school, college, or department of education with one or more state approved professional education programs. | |

Text

Section 4. Duties of the Superintendent.

(a) The Superintendent is authorized to develop and issue guidelines and regulations concerning the application for grants under provisions of Part A and Part B of this Act. The Superintendent shall, with the assistance of such State Office personnel as are necessary or by contracting with expert evaluation resource persons and/or agencies, conduct an evaluation of each project funded under provisions of this Act. The Superintendent shall also evaluate the effectiveness of Parts A and B of this Act on an annual basis. The results of such evaluations shall be reported in the Superintendent's professional development plan as set forth in Section 4, (b) below.

(b) The Superintendent shall also develop a statewide plan for the development, coordination, and evaluation of professional development activities conducted for certified personnel at the local education agency level. The plan

Commentary

The duties of the chief state school officer and the State Office staff are supportive and informational. Information generated by on-going continuing education efforts should guide policy planning and revision. The demand for sound evaluative information is based on the trial/experimental nature of this Act. A major responsibility of the Superintendent and staff is to provide information relating to existing staff development activities, outcomes of projects funded under provisions of this Act, and recommendations for policy and/or resource support needed to improve current practice. This information is to be disseminated to state policymakers, school districts, institutions of higher education, and other interested publics. The Act provides the Superintendent with an advisory council to assist in the review of actions and development of a state continuing education plan. This body is representative of a number of interested parties and is an appropriate forum for discussion of continuing education policy.

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| shall include a report of existing programs, activities, evaluation, funding sources (including, but not limited to,those funded under this Act), and recommendations for addressing needs not being met by existing local, federal, state, or privately funded programs. The plan and report shall be developed with the assistance of an advisory body to be appointed by the Superintendent. The advisory body shall include representatives of the following groups: classroom teachers, local education agency administrators, local boards, beginning teachers, faculties and administrators of education units within institutions of higher education, and others which the Superintendent judges to be of importance. The plan shall be issued annually to coincide with the effective period of authorization of this Act and shall be issued to the State Board of Education, the State Legislature, each local education agency within the State, each institution of higher education with an approved teacher education program, and other publics as the Superintendent deems appropriate. The first such plan shall be issued no later than one calendar year following the effective date of this Act. | |

Text

(c) Additional activities or activities designed to implement subsections (a) and (b) shall include but not be limited to the following:

(1) assist LEAs in developing, implementing, and evaluating professional development activities;

(2) survey local education agencies concerning existing or developing professional development policies and practices for the purpose of identifying those policies and activities which could serve as examples for other local education agencies;

(3) disseminate information on effective continuing education funded under provisions of this Act;

(4) serve as liaison between local education agencies, education units in institutions of higher education, and other agencies providing professional development activities for certified school personnel;

(5) disseminate information concerning model staff development activities

Commentary

The duties of the Superintendent are also designed to aid school districts in applying for funds. The legislative intent is to reach a large number and variety of school districts rather than funding only those with the resources and experience to write a "fundable" proposal. In addition, the Superintendent should encourage direct contact among continuing education knowledge producers and potential users of such knowledge (local education agencies).

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| (both within and outside of the state); | |
| (6) assist local education agencies in obtaining financial support for continuing professional education projects from state, federal, and private sector funding sources. | This duty is included to indicate that the state encourages broad support for local projects rather than exclusive state funding. |
| PART A -- THE CONTINUING EDUCATION PROGRAM | |
| Section 5. Continuing Education Projects. The Superintendent is authorized to issue grants to local education agencies to conduct continuing education projects designed to improve the job-related skills and knowledge of student contact personnel in school districts or local school sites in the state of (insert state) . Any local education agency or institution of higher education, in collaboration with one or more local education agencies, may make application to the State Office for funding a project under this part. Such applications shall include a description of the project and a project plan which shall include the following elements: | Consistent with the intent of improving job-related skills and knowledge of student contact personnel, the program encourages cooperation among school systems and between school districts and training institutions. Each local project is free to construct a development/improvement program of their own design as long as they have identified and are attempting to meet needs of student contact personnel (with specific provisions for beginning teachers). Some states may wish to consider whether profit/non-profit groups should be eligible to receive funds and/or collaborate with LEAs under provisions of this Act. |
| (a) a plan for the identification of the needs of classroom teachers and other student contact personnel,developed by the Professional | With limited funds, not all needs can be met each year. A plan should focus on the needs most important in improving the schools' educational efforts. |

| Text | Commentary |
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| Development Council; | |
| (b) the purposes and specific objectives of the project designed to improve the job-related skills of student contact personnel; | |
| (c) a continuing education plan for student contact personnel and other certified personnel designed to address the goals and objectives for professional development in the local school, local education agency, or consortium of local education agencies; | |
| (d) a plan for the continuing professional development of beginning teachers. Such a plan(s) shall focus on the specific education and orientation needs of the local education agency beginning teachers; | |
| (e) a plan for the internal evaluation of the project which will account for: | It should be emphasized that this legislation provides for experimentation designed to gain information on alternative means for staff development. Thus, the evaluation and dissemination component for each local project are essential to the intent of the law. |
| (1) the allocation of project funds; | |
| (2) the extent to which the project plan has been implemented; | |
| (3) the extent to which purposes and objectives have been achieved; | |
| (4) the dissemination of the project description and evaluative information; | |
| (f) a statement of approval of the project | The Council is designed |

| Text | Commentary |
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| plan signed by the authorized agents of the Professional Development Planning Council and the local board. | so that policy and programs can be developed from a number of perspectives. The legislation, however, recognizes the legal responsibilities of the local board over all programs under its jurisdiction. |
| The Superintendent shall review each application and shall award such funds made available for the purpose of this part on the basis of project merit. The Superintendent is authorized to make planning grants to local education agencies or institutions of higher education in collaboration with one or more local education agencies for the purpose of preparing applications for funding under provisions of this part. | The decision to fund any program should be based on the ability of the project to present clearly the intent and operation plan of the local continuing education project. The Act includes an authorization for planning grants in order that planning and initial operating efforts can be accomplished. |
| Section 6. Professional Development Planning Councils. The planning and operation for each continuing education project funded under provisions of this part shall be initiated and implemented by a Professional Development Planning Council which is advisory to the local board. Each Council shall include: | A fundamental reason for creating the Professional Development Planning Council is to recognize that education is a public enterprise and, as a consequence, a variety of perspectives needs to be taken into consideration in the planning and implementation of each local project. Student contact personnel, the population most affected by each local project, must have a sense of ownership and involvement in all aspects of planning, implementing, and operating staff development projects. |

Text

(a) representatives from the local education agency(ies) classroom teacher faculty(ies) selected by their fellow teachers to compose not less than _____percent of the Council;

(b) the local education agency(ies) administration;

(c) community, selected by the local board; and

(d) institution(s) of higher education.

Section 7. Evaluation of Professional Development Activities. All professional development projects funded under provisions of Part A of this Act shall be evaluated by the Superintendent with the cooperation of the State Office and by each project. Internal project evaluations shall include components described under Subsection (e) of Section 5 of this part. External evaluations of each project conducted by the State Office under the aegis of the Superintendent shall include an audit of project funds and an assessment of:

Commentary

Significant involvement by teachers will increase their commitment to the successful implementation and operation of the local project.

Each state should determine the percent of teacher representation.

Text

(a) the extent to which needs of classroom teachers and other student contact personnel have been systematically identified;

(b) the extent to which the project plan has been implemented;

(c) the extent to which identified project purposes and specific objectives are being met;

(d) the extent to which the program meets the specific development and orientation needs of the beginning teacher.

The State Office shall have the authority to contract with education evaluation experts and/or agencies for conducting the above evaluations.

Commentary

The importance of internal and external evaluation has been previously noted. The external evaluation must determine whether the local project plan has been adequately implemented prior to making judgments about project success. This procedure emphasizes the importance of both formative and summative evaluations.

PART B -- THE BEGINNING TEACHER PROJECT

Section 8. Experimental Projects for Beginning Teachers. The Superintendent is authorized to issue grants to local education agencies or institutions of higher education (in collaboration with a local education agency) to plan, operate, and evaluate school-site

This is an experimental project and is significantly more prescriptive than the general program. The local projects are limited by the target population (beginning teachers), the location of the project (a local school), the planning and operating agencies (collaboration between a local education

Text

projects that are designed to improve job-related skills of beginning teachers. Each such project will be operated cooperatively by one local education agency and one or more institution (s) of higher education. It is the intent of this part to increase the knowledge of the effects of additional school site training on the job-related skills of beginning teachers. The Superintendent shall issue planning grants to project applicants in the first year of the authorized period of this Act. No more than (insert number of experimental project sites appropriate for the state) operating grants shall be issued under provisions of this part. Each application for a project grant shall provide a plan of operation which shall include:

(a) a procedure for selecting participants from among the beginning teacher applicants;

(b) a statement of the maximum number of participants for which the project will be able to provide at least one year of school-site training;

(c) a description of job-related teaching experiences provided for beginning teachers;

(d) a description of staffing arrangements involving professional faculty and support staff

Commentary

agency and one or more institutions of higher education), and the types of project experiences (teaching, supervising, counseling, learning outside of classrooms, etc.). The number of sites should be limited to allow for the intensive study of each local project. The primary purpose of this section (8) is to determine if there is significant value in a particular type of additional training for beginning teachers (i.e., field-based training with strong supervision and supportive learning). This part of the Act is designed to use information derived from the projects to determine how additional training will improve knowledge and job-related skills of teachers. Collaboration between teacher training institutions and local education agencies is mandated; however, the specific nature of the relationship should be determined by the participating organizations. Decisions regarding graduate credit, tuition, degrees offered, and program content, within the above limitations, are open to local determination.

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| adequate to implement and operate the components of the project;<br>(e) provision for reducing the teaching assignment of beginning teachers and project staff (selected from among the classroom teachers in the local education agency);<br>(f) provision for on-site activities designed to:<br>(1) address the special concerns and problems of beginning teachers;<br>(2) introduce beginning teachers to a variety of job-related skills;<br>(3) assure that procedures are available for supervision and professional development counseling for beginning teachers;<br>(g) a description of local education agency facilities available to meet project needs;<br>(h) a plan for the internal evaluation of the project which will account for:<br>(1) the allocation of project funds;<br>(2) the extent to which the project plan has been implemented;<br>(3) the extent to which the purposes and objectives of this part have been achieved; | |

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| (4) the effects of the project activities on the job-related skills of beginning teachers;<br>(5) the continuing review of the performance of beginning teachers who have completed the experimental program;<br>(6) the dissemination of information about the project operation and evaluation;<br>(i) a statement of approval of the project plan signed by the authorized agents of each of the cooperating institutions.<br>The Superintendent shall review each application and shall award such funds made available for the purpose of this part on the basis of project merit. | |
| Section 9. External Evaluation of Part B. All projects funded under provisions of Part B shall be evaluated by the State Office under the aegis of the Superintendent. The State Office shall have the authority to contract with evaluation resource persons and/or agencies to conduct the evaluations which shall include an audit of project funds and an assessment of: | Internal and external evaluative information will be used to develop public policy regarding the initial and continuing education of teachers (e.g., certification requirements, increased public support for field-based training, needs for further research and development efforts, local employment criteria, etc.). Broad dissemination of evaluative information will be useful for |

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| (a) the extent to which the project meets the specific education and orientation needs of beginning teachers; | policy decisions in teacher training institutions, national accrediting bodies, and other loci of education policy determinations. |
| (b) the extent to which the project plan has been implemented; | |
| (c) the extent to which the project activities have improved the job-related skills of beginning teachers; | |
| (d) other project components or outcomes as the Superintendent deems appropriate, including the adequacy of the internal evaluation. | |
| Section 10. Authorization for Appropriations for "The Continuing Education Program." -- Part A. | There are separate appropriations sections for Part A and Part B of the Act. The Continuing Education Program (Part A) has four alternatives for authorizing appropriations. Alternatives 1 and 2 are full funding proposals for continuing education programs. Alternative 3 is a full funding proposal with additional funding for those districts receiving federal funds for instructional purposes; however, a modification of this plan could limit the funding to those districts receiving federal funds. Alternative 4 is a phased funding program for those states either not wishing to fund all districts or wishing to see experimental results before fully funding continuing education programs. |

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| Alternative 1. There are authorized to be appropriated such sums as are necessary for issuing project grants in accordance with provisions of Part A of this Act. Each project grant applicant shall be eligible to receive funds necessary to conduct a continuing education project when approved by the Superintendent under provisions of Section 5, Part A, provided that such funding not exceed an amount equal to $_____ per pupil in average daily (attendance, enrollment, membership -- insert appropriate term for the state) within the participating local education agency (ies) in each project. Each project funded under provisions of Part A shall be eligible for annual grants during the effective period of this Act. The Superintendent is authorized to issue planning grants to project applicants for a period of one year in an amount not to exceed $_____ for the purpose of preparing a project plan and application under provisions of Section 5, Part A of this Act. | Alternative 1 provides $_____/pupil continuing education grant program. Under this alternative, each state will need to determine the appropriate funding level consistent with available resources. Any district with a program plan approved by the Superintendent may receive an amount from the state's general or school revenue fund equal to $_____/pupil. Any local project may supplement state funds with additional local, federal, or private funds. All districts in the state shall be eligible for such funding provided that they meet guidelines specified in Part A (this is a full funding proposal).<br><br>Planning grant ceilings shall be determined by each state. |
| Alternative 2. Each local education agency funded under provisions of the State general public school aid formula shall set-aside $_____ per pupil in average daily (attendance/enrollment/membership) for the purpose of conducting a | Alternative 2 is a $_____/pupil mandatory set-aside of state aid for continuing education projects. The funding comes from the state's public school distributive aid formula. This alternative is a full funding |

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| continuing education project under the provisions of Section 5, Part A of this Act. The funds for conducting such projects shall be set aside from those funds received from the school aid fund of the state of (insert state). The local education agency(ies) participating in each project may supplement state funds with local, federal, or private funds for carrying out the project plan. | proposal in which all districts must provide for funding continuing education in an amount not less than a sum equal to $____/pupil. |
| Alternative 3. Notwithstanding any other provision of the law to the contrary, the local board of each local education agency in the state of (insert state) shall provide for the expenditure of not less than _____percent of the funds allocated to the local education agency for instructional purposes under the state school aid formula, Title I of the Elementary and Secondary Education Act of 1965 (as amended), and any other funds allocated for instructional purposes by the federal government for purpose of carrying out a continuing education project under provisions of Section 5, Part A of this Act. The Superintendent under the aegis of the State Board shall adopt regulations to ensure local education agency compliance with this section. | Alternative 3 is also a mandatory set-aside proposal in which _____ percent of state aid funds and federal instructional funds must be used for continuing education programs. This proposal may be modified in several ways. Where there are no federal funds, the proposal is a full funding mechanism using a percent of state aid instead of a per pupil mandate. The proposal could be written to include only a set-aside of federal funds. This would limit the program to those districts with federal funds; however, such a plan could be coupled with Alternative 1,2, or 4 as a supplemental funding procedure for districts receiving federal funds. Another modification would be to include the federal set-aside and add a state percent set-aside for a limited number of state categorical aid programs (e.g., education for the |

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| | handicapped, bilingual education, vocational education, etc.). |
| Alternative 4. (a) There are authorized to be appropriated $2,000,000 for the first year of the effective dates of this Act for the Superintendent to issue up to 30 planning grants, not to exceed $20,000 each, to local education agencies or institutions of higher education in collaboration with one or more local education agency(ies) with an average daily (attendance/enrollment/membership) of fewer than 1000 pupils, and up to 70 planning grants, not to exceed $20,000 each, to local education agencies or institutions of higher education in collaboration with one or more local education agency(ies) with an average daily (attendance/enrollment/membership) of 1000 or more pupils for the purpose of preparing a program plan and application for a continuing education project grant under provisions of Section 5, Part A of this Act. If the appropriations from the State Legislature in any given year are inadequate to fund all grants, the number of grants shall be proportionately (in a 3 to 7 ratio) distributed between these two groups. If the number of applicants from either group in any year is insufficient to use the full amount allocated for that group, the balance of available funds may be used for additional grants to the other group. | Alternative 4 is a plan for providing a given amount of state aid each year for planning and operating local continuing education projects. FOR PURPOSES OF ILLUSTRATION, SPECIFIC DOLLAR AMOUNTS AND TOTAL NUMBER OF GRANTS ARE PROVIDED. Each state will need to determine appropriate funding levels and number of projects.<br><br>The amount of state aid is increased each year in order that an expanding number of projects can be funded over the five year authorization of the Act. This phased funding program allows for 100 planning grants the first year and 20 operating grants the second year. Operating grants receive $25/pupil and shall continue to receive the same amount of funding over the remaining years of the effective period of the Act. In the third year, the cycle begins again with 100 planning grants and in the fourth year an additional 20 operating grants are issued. This pattern of issuing planning and operating grants continues over the effective period of the Act. This also provides for the State to review continuously staff development efforts in districts. This is a provision for assuring that both small and large districts are given funding considerations. |

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Commentary

(b) In the second year of the effective dates of this Act, there are authorized to be appropriated such sums as are necessary for the Superintendent to issue continuing education project grants under provisions of Section 5, Part A of this Act to each of five local education agencies or institutions of higher education in collaboration with one or more local education agency(ies) with an average daily (attendance/enrollment/membership) of fewer than 1000 pupils, and each of 15 local education agencies or institutions of higher education in collaboration with one or more local education agency(ies) with an average daily (attendance/enrollment/membership) of 1000 or more pupils. Such grants shall be in an amount no greater than $25 per pupil in average daily (attendance/enrollment/membership) in the local education agency(ies) participating in each project for the purpose of implementing the project plan as described in the application developed under provisions of the planning grant. The funding at the level of $25 per pupil in average daily (attendance/enrollment/membership) shall continue during the remaining years of the effective dates of this Act for each project funded under provisions of Section 5, Part A of this Act.

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| (c) In the third year of the effective dates of this Act, there is authorized to be appropriated $2,000,000 for the Superintendent to issue 100 planning grants in the manner described in Section 10 (Alternative 4, (a) of this Act.<br><br>(d) In the fourth year of the effective dates of this Act, there are authorized to be appropriated such sums as are necessary for the Superintendent to issue 20 project grants in the manner described in Section 10 (Alternative 4), (b) of this Act. | |
| Section 11. Authorization for Appropriations for the "Beginning Teacher Project." -- Part B. | In keeping with the experimental intent of the Beginning Teacher Project, the authorization for appropriations is designed to fund projects in four types of settings: a) an urban school, b) a suburban school, c) a school in a smaller city, and d) a school serving a rural population. THE SIZE AND DEMOGRAHPIC CHARACTER OF SOME STATES MAY CALL FOR MODIFICATION OF THIS PLAN; however, the intent to experiment in different types of schools should be retained.<br><br>FOR PURPOSES OF ILLUSTRATION, SPECIFIC DOLLAR AMOUNTS AND TOTAL NUMBER OF GRANTS ARE GIVEN FOR EACH ALTERNATIVE. Each state will need to determine appropriate funding |

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| | levels and number of projects. |
| Alternative 1. (a) There are authorized to be appropriated $400,000 for the first year of the effective dates of this Act for the Superintendent to issue planning grants not to exceed $50,000 each to each of eight local education agencies in collaboration with one or more institutions of higher education or to institutions of higher education in collaboration with a local education agency for the purpose of developing a project plan of operation and application under provisions of Section 8, Part B of this Act. Two such planning grants shall be issued to applicants with projects involving a local education agency with an average daily (attendance/enrollment/membership) of 50,000 or more pupils. Two such planning grants shall be issued to applicants with projects involving a local education agency in a suburban area within commuting distance from a central city. Two such planning grants shall be issued to applicants with projects involving a local education agency with less than 50,000 pupils in average (attendance/enrollment/membership) serving an independent city beyond commuting distance from a central city, and two such | The experiment calls for significant planning and development; therefore, both Alternative 1 and 2 have the same funding procedure for planning grants. Planning grants should, where possible, be issued to more than one potential project for each type of training site. |

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| planning grants shall be issued to applicants with projects involving a local education agency serving a predominantly rural population of elementary and secondary school pupils. If the appropriations from the State Legislature in the first year of the effective dates of this Act are inadequate to fund all such planning grants, the number of planning grants shall be proportionately distributed among the four groups. If the number of applicants from any of the four groups is insufficient to use the full amount allocated for that group, the balance of available funds may be used for additional grants to any of the other groups.<br><br>(b) There are authorized to be appropriated $1,000,000 in the second year and each of the remaining years of the effective dates of this Act for the Superintendent to issue four project grants under provisions of Section 8, Part B of this Act. One grant shall be issued to each of the four groups of project applicants involving local education agencies as described in Section 11 (Alternative 1), (a) of this Act providing that adequate funds have been appropriated and project applications meet the provisions of Section 8, Part B of this Act. No grant issued | Flat operating grants are issued to each training project; however, supplemental funding should be allowed from other sources (e.g., local district, higher education institution, tuition, federal grant, or private funds). Once funded, the project shall be eligible for continued funding for the four years of operation remaining in the Act. |

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| for the purpose of operating a Beginning Teacher Project, under provisions of Section 8, Part B of this Act, shall be in an amount greater than $250,000. Funding at a level not to exceed $250,000 for each approved project shall continue during the effective dates of Section 8, Part B of this Act. If the appropriations from the State Legislature in the second and remaining years of the effective dates of Section 8, Part B of this Act are inadequate to fund all four projects, the available funds shall be distributed by the Superintendent to as many of the projects as appropriated funds can support. If the number of applicants from any of the four groups is insufficient to use the full amount allocated for that group, or such applications do not meet the provisions of Section 8, Part B of this Act, the balance of available funds may be used for additional grants to any of the other groups. | |
| Alternative 2. (a) Same as Section 11 (Alternative 1), (a) for planning grants. | Flat grants are also issued under this proposal; however, there is a provision for additional matching funds. This alternative is specifically designed to encourage the project to seek or generate outside funding or local project contributions by the participating organizations. |
| (b) There are authorized to be appropriated $800,000 in the second year and each of the remaining years of Section 8, Part B of this Act to be allocated among four projects [-] under the same provisions found in Section 11(Alternative 1), (b) [-]. However, Section 11 (Alternative 1), (b) | |

Text

is (for Alternative 2) amended by inserting after the second sentence, "Each project funded under provisions of Section 8, Part B of this Act shall be eligible for an operating grant of $200,000 for each of the remaining years of the effective dates of Section 8, Part B of this Act." And the following two sentences beginning,"No grant issued..." and "Funding at a level..." in Section 11 (Alternative 1), (b) are deleted.

(c) There are authorized to be appropriated such sums as are necessary to allocate to each of the projects funded under provisions of Section 8, Part B and Section 11 (Alternative 2), (b) of this Act, additional funds, above the amount of the basic grant, which will be equal to any local education agency or federal government funds specifically allocated for the purpose of carrying out the project plan of the "Beginning Teacher Project" funded under provisions of Part B of this Act. The matching state funds provided for each project shall be an amount not greater than $50,000.

Section 12. Administration. (a) With the exception of external evaluations, no more

Commentary

These grants may be most appropriate for states intending that local projects eventually take more responsibility for their own funding. This will allow for expanding the project to other sites if the legislation is extended and/or if additional experimentation is viewed as necessary. A modification of this alternative could include a phased reduction of the flat grant with increased emphasis on the matching grant component.

Text

than _____percent of the funds herein appropriated may be used by the Superintendent and State Office for purposes of carrying out the administration of this Act.

(b) There are authorized to be appropriated _____dollars (depending upon which funding alternatives are selected for the state) to the Superintendent and State Office for purposes of carrying out the project evaluations under provisions of Section 7, Part A and Section 9, Part B of this Act.

Section 13. Severability. If any provision of this Act or the application thereof to any person or circumstance is held to be invalid, the invalidity does not affect other provisions or applications of this Act which can be given effect without the invalid provision or application, and to this end the provisions of this Act are declared to be severable.

Section 14. Effective Period.

Alternative 1. This Act shall take effect upon its becoming a law and is authorized for a period of five years.

Alternative 2. This Act shall take effect with

Commentary

There should be funds made available to the State Office in order that the Superintendent can effectively carry out assigned duties. There must also be specific allocations for evaluation; however, the amount is not specified. Depending on the number of projects funded, each state will need to determine the appropriations for administration and evaluation.

| Text | Commentary |
| --- | --- |
| the beginning of the fiscal year of the State following its becoming a law and is authorized for a period of five years beginning with the effective date. | |

## APPENDIX I

## GLOSSARY

The following glossary has been provided to avoid semantic inconsistencies associated with specific phrases and terms frequently referred to in the legislation.

beginning teacher -- All elementary and secondary school teachers who within the past twelve months have:

1) started teaching for the first time,
2) started teaching in a local education agency or school site different from past experience, or
3) returned to teaching after a period of absence from that role.

(Beginning teachers include all teachers with similar concerns regarding entry into a new or different teaching context. It is recognized that, in addition to the new teacher, all school teachers may face an experience that needs context-specific orientation and support.)

certified personnel -- School district employees whose positions require certification under the laws of that state.

clinical training -- Cooperatively planned educational experiences designed for beginning teachers which occur in a variety of teaching/learning settings (e.g., school classrooms, etc.). These educational experiences are under the supervision and auspices of the local education agency and institutions of higher education (professional education unit). For purposes of this document, field-based training and clinical training may be used interchangeably.

continuing education -- For the purposes of this legislation, the development of certified school personnel beyond the initial training program. Learning experiences include both formal and informal education, such as in-service training, staff development programs, education for continued employment and/or advancement in employment status, and other learning activities designed to enhance the work-related skills of the professional educator.

education clients -- Participants in learning programs in educational institutions, e.g., students in schools, students in SCDEs (defined below), and personnel in continuing education programs.

education unit or SCDE -- Schools, colleges, or departments of education within institutions of higher education. This component within a college or university can be identified by performance in the areas of education research or professional education preparation and/or continuing education programs, e.g., teacher education, administration/management education, and counselor education programs.

elementary/secondary education -- Any educational program for children operated by a local school district to include early childhood (preschool) through high school (grade 12).

evaluation -- The process of assessing or judging the value or amount of something by some standard(s) of appraisal. For the purposes of this legislation, program evaluation will refer to the appraisal of the effectiveness of a project in terms of the degree to which the project plan has been implemented (i.e., internal standards and the extent to which the project has contributed to the improvement of the job-related knowledge and skills of participants (i.e., external standards). Reference is made to distinctions between internal versus external evaluations and between formative and summative evaluations; therefore:

internal evaluation -- refers to the evaluation procedures constructed and implemented by the project staff and must include information related to the following components:

1) the allocation of project funds,
2) the extent to which the project plan has been implemented,
3) the extent to which purposes and objectives have been achieved, and
4) the degree to which the project description and evaluation information have been disseminated.

external evaluation -- refers to the evaluation procedures conducted by external evaluators and, for purposes of this legislation, includes an audit of project funds and an assessment of:

1) the extent to which needs of classroom teachers and other student contact personnel have been systematically identified,
2) the extent to which the project plan has been implemented,
3) the extent to which identified project purposes and specific objectives are being met, and
4) the extent to which the program meets specific development and orientation needs of beginning teachers.

formative evaluation -- applies to periodic assessments of the project, project context, or project component parts from the planning through the operational stages of each project. Information derived from formative evaluation procedures is used to make decisions with regard to developing, sustaining, or reforming the project.

summative evaluation -- applies to the overall assessment of the impact or effectiveness of the project once the project plan has been put into operation. Although summative evaluation information is generally intended for external audiences, such information should also be used for project improvements.

Note: Both types of evaluation are applicable to the internal and external evaluation procedures mandated in the legislation.

experimental beginning teacher projects-- School-site projects designed to increase the knowledge and improve the job-related skills of beginning teachers. For purposes of this legislation, such projects are operated cooperatively by one local education agency and one or more institution(s) of higher education.

institutions of higher education -- A post-secondary education institution with an identifiable school, college, or department of education with one or more state approved professional education programs.

job-related skills -- The knowledge and ability necessary to carry out some identified work performance. In professional education work, recognizing the limited knowledge concerning a generic description of role performance, the skills must be reasonably related to the type of work done in a specific context.

local board -- The policymaking body authorized under provisions of the School Code to make policy for a local education agency.

local education agency -- A local school district as represented by its school board charged with operation of elementary and/or secondary schools (hereafter referred to as LEA).

needs assessment -- A systematic attempt to identify the professional development needs of student contact personnel.

planning grant -- Funding from some external source which is provided to an organization or consortium of organizations for the purpose of developing a program/project plan (e.g., conducting a needs assessment, developing a program design, identifying an implementation strategy, designing an internal evaluation,etc.).

professional development activities -- For the purpose of this document, these are to include, but are not limited to, the following:

1) school site staff development projects for student contact personnel,
2) intra-district projects for certified personnel in LEA schools,
3) interdistrict consortia in cooperation with one or more institution(s) of higher education,
4) LEA collaborative projects with professional education programs in institutions of higher education, and
5) school site projects within LEAs (a competitive grant program administered by the Professional Development Planning Council).

project -- For the purposes of this document, any program operated under the provisions of the Continuing Professional Development Act.

project plan -- A statement of intended action and performance (i.e., a means of accomplishing some specified end(s) to be carried out at a given continuing education program site. A project plan includes:

1) a procedure for identifying the needs of program participants,
2) a statement of purposes and specific objectives of the program,
3) operational provisions for meeting the identified needs of program participants,
4) a procedure for an internal evaluation of the project, and
5) a statement of approval signed by the authority responsible for planning and operating the local project and the local board.

school code -- The collection of state statutes relating to the public elementary and secondary schools.

school-site training -- A form of clinical training in which beginning teachers or pre-service students participate in a local school in learning experiences related to professional work.

staff development -- The continuing education of certified school personnel directed at the staff at a local school site (for purposes of this document, staff development and in-service education will be used interchangeably).

State Board of Education -- The policymaking authority for the public elementary and secondary schools in the state (granted authority under provisions of the State Constitution or School Code).

State Office -- The state governmental agency charged with implementing state education policy for the elementary and secondary schools.

student contact personnel -- Those individuals whose employment functions must be performed by coming into contact and interacting with students (e.g., teachers, principals, counselors, etc.).

Superintendent -- The State Superintendent of Education or the chief state school officer charged with administering public elementary and secondary school policy.

APPENDIX II

Selected Bibliography

The references cited herein are a collection of sources in the areas of: a) continuing education for school personnel, b) research on teaching effectiveness, c) legislative and judicial law affecting employment, continuing education, and teacher education programs, and d) theory, research, and evaluation of teacher education programs. These categories were developed to aid the reader in identifying the literature related to specific interests and concerns. The entries cited represent works that were particularly relevant to the research efforts of this project; they should not be considered to be a definitive list of the literature.

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